The STATE HORNET

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Crackdown Bills.. Rapping Students' Knuckles

BY SCOTT M. BURNS
Hornet Staff Writer

Rulers — ask almost any school child — are really nothing short of tortuous instruments with which to tap students' knuckles.

That situation today, however, exists not only in grade school but in higher education as well. There is but one real difference. The rulers are elected and they are made not of wood but of flesh (although some would argue this). And the brand name is not "Standard" but the California Legislature.

A deluge of bills meant to rap the knuckles of student demonstrators have been introduced into the State Assembly and Senate. Estimates of the flood range from as high as 300 punitive bills to be introduced this year.

These attempts to further control the university and state college systems cover a wide scope. And the specific targets of the crackdown bills range from the glassy-eyed freshmen to the stony-eyed radicals to the administrator-eyed secretaries, from those who would forcibly close a campus to those who would corrupt our morals with sinful plays.

Party Effort

In the Assembly there is no one legislator accountable for the mass of punitive legislation. It is, rather, the Republican party—almost in entirety. Every bill introduced thus far attempting further controls has had a Republican author.

It would, however, be a major omission not to mention by name Assemblyman Floyd Wakefield (R-Downey). AB 123 was introduced by Wakefield on January 16. This bill, unlike others, does not bother with specific abuses. Instead it provides for the probation, suspension or expulsion of a student for "misuse, abuse, theft or destruction of state property; or disorderly, unethical, vicious or immoral conduct."

On the Senate side, Wakefield's spirit of sweeping condemnation is shared by Senator John Harmer (R-Los Angeles). A close second is tagged by Senator James Whetmore (R-Los Angeles). Most of their bills, however, are near carbon copies of others. Their basic intents are to prescribe sentences for disrupting the activities of a campus. Only minor changes are made, thereby permitting the author another chance to get a punitive bill through.

No Carbon-Copies

Of course, to view these bills simplistically as carbon-copy attempts is dangerous and should not be emphasized too much: every one of them is potentially dangerous to the interests of higher education.

But still, the attitude of Wakefield is definitely shared by the two Los Angeles Senators. Between them they have introduced nearly half of the Senate's punitive legislation.

Of course, not all of the bills introduced are punitive. A few are favorable, including a few appropriation bills. AB 93, for example, allotting $2 million to higher education is nearing the governor-signing stage now.

And some are in-between, such as AB 103 (Willie Brown and John Burton; D-San Francisco). This bill would remove San Francisco State College from the authority of the trustees and establish it unders its own board of governors.

Other bills are curious, such as Whetmore's SB 5. This bill outlines various charges for anyone who willfully disrupts a campus. However, the bill also states that an exception will be made if the disruptor has prior written permission to disrupt the campus.

Some Will Pass

Many of these bills, of course, are doomed for certain failure. But others are doomed for certain passage. And although some will not have extensive effects, others could deal crippling blows to any concept of student power. It is imperative, then, to the interests of every student that he knows what is being done

Therefore, these bills and others will be the subjects of future articles in the Hornet. As they progress or fail and as others are introduced, the Hornet will attempt to report their implications as well as their status.

As long as students exert a "power for change" someone will try to stop them. To some the Legislature is billing the students for damages incurred. Others believe it is really for services rendered. Whatever the view one takes however, it is his duty to see that higher education is not overcharged.



James Meredith to speak here Tuesday

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SF State prof calls for strike support

By DOUG ROSS
Hornet Managing Editor

The break between semesters had brought a bit of a lull to events at San Francisco State College surrounding the strike by the American Federation of Teachers there. But the bay city campus stirred to life Monday with the christening of the new semester.

And by Wednesday, the issue was off the ground again at Sacramento State College. Arlene Daniles, a sociology professor and rank-and-file AFT member at SF State, was on campus Wednesday with a couple of Black Students Union members; she and the students reminded listeners of the gravity of the strike situation at San Francisco State.

Mrs. Daniels moved from an overflow crowd in Douglass Hall 212 at noon to a pakced throng in the Ribera Room at one. In both rooms, the essence of her message was the same: "SF State is as dead, is as decimated, as if it were a pile of smoldering ashes. Any real education taking place there is going on at houses or other meeting-places off-campus. Education — true education — is teaching and learning, and trying to teach and learn at a prison is folly."

Patrick McGilivray, the president of the Sac State local of the AFT, presented Mrs. Daniles with a check for a thousand dollars from the union to aid the strikers at SF State.

And financial aid the strikers at SF badly needed. As Mrs. Daniels put it, with a lot of forensic flair, ". . .the system knuckles you any way it can when you put your money where your mouth is on this kind of thing."

All the speakers reminded the listener that the fight at San Francisco State wa merely an arena for a fight that vitall affected every college in the systen Said Mrs. Daniels, "Help us in ou strike — let us be the test case, with out having rum and rebellion, rioting an revolution all over the place."

Tom Wiliams of the San Francisc State BSU was along to mirror the stan and the viewpoint of bay city blacks Williams said that ". . .people alway ask 'why can't we talk things out'. . but we don't want to play those kind o political games. A lot of the minds o blacks and third world people have beer violated that way."

Editorial

Sex Discrimination Hurts Working Coeds

ISSUE: Is the more open practice of sexual discrimination against SSC students to be endured at a time when racial discrimination grows increasingly unbearable?

Susan B. Anthony not withstanding, the position of the woman in our society remains in sorry dis-repair.

Despite the tokenism of a Margaret Chase Smith or an Irene Hickman, a strong opposition to the involvement of women in public affairs is everywhere in evidence.

Even more obvious has been the inferior status of women in the business world. So appalling is discrimination in this sphere that civil rights legislation of recent years has purposely included clauses aimed directly at eradicating the repugnant but commonplace exploitation of the female labor forces.

In a metropolitan area such as Sacramento where big government and large corporations play a leading role in female employment, anti-discrimination legislation has been felt. In fact, significant progress has been made.

Inequities Exist

Yet do not be deceived. Inequitable working conditions for women still exist in this city on a large scale. Nowhere does this hurt more than on the SSC campus.

Changing attitudes in Western civilization have opened up in our society unheard of educational opportunities for women. Sixteen year old brides are no longer commonplace. The advent of the pill has biologically liberated thousands of young married couples. An increasing number of older married women with idle time on their hands and divorcees are attempting to continue their educations. The result has been a rapid growth of the female population in the colleges, SSC in particular.

Education, as we all know, costs money, no less for women than for men. No discount on books or fees is offered on sexual grounds. Significantly, most of our students, girls included, are paying their own way through school. Over half of the student body is employed on a full time, 40 hour per week basis.

The college student, however, due to the demands of class schedules, rarely works the standard 9 to 5 shift that government and the larger corporations requir Yet, as pointed out above, it is in these fields that the brunt of civil rights legislation to date has been felt.

It has been the experience of the Hornet that many prime employers of our students offer the part-time and odd-job employment so essential to SSC coeds at pay scales considerably below those standards allowed male employees for equitable positions.

The average female student here pays her way as does the male. We find it then not only absurd but shameful and a cause for genuine indignation that local employers continue to exploit our women students.

Accordingly, the Hornet invites accounts of specific instances of sexual discrimination against SSC students. The paper has maintained a consistent stand against racial bias on whatever level that works against our students. With like seriousness, we condemn and repudiate the open practice of discrimination on sexual grounds.

Employers disillusion themselves if they think that they protect anyone by such injustices. Indeed, they harm us all.

Beauty Is Not Enough

ISSUE: The Hornet recently sponsored competition to choose an SSC coed to represent the college in the Glamor Magazine Top Ten College Girls of America Contest. What significance can be seen in the results?

The beauty contest has become over many years an American tradition. The inordinate emphasis on such contests in the past, however, on bust and hips size belies the real goal of such contests, which is the stimulation of the male observer rather than the progress of feminine excellence among the contestants.

Hopefully this rather ridiculous situation is changing.

With no slight intended to the young ladies involved, the backgrounds of the winner and first runner-up in the recent campus fashion contest would hint that more than usual emphasis in the judging was placed on the social relevance of the girls' activities.

Winner of the contest was A'lyce Barham, who was sponsored by the Young Republicans here. A'lyce was at one time the SSC Fine Arts Coordinator, a newspaper columnist for the Hornet and ran this year for the Student Senate.

Brenda Newson, first runner-up, was sponsored by the Black Students Union. She worked as a volunteer for the NAACP and for the federal Headstart Program. She also assisted with a poverty program in Alabama.

Both of the girls were striking in their physical beauty and displayed outstanding good taste in their choice of apparel for the contest.

What the Hornet sees as significant, however, is the fact that a girl's physical attractiveness seems no longer sufficient to ticket her to success and public acclaim.

It is our hope that this contest is but one indication of a new trend. Beauty queens should be required to show significant social concern and involvement as well as physical beauty if they are to be displayed as paragons of feminine excellence.

Honor Rule Pays

Nobody worries if a student is late for class, or skips it altogether, at Campbell River Senior Secondary School.

Students wear mod clothes. The corridors hum with the "fantastic 50" on the pop charts. Seniors are permitted to smoke.

Sound like an educational revolution?

It is, says school principal John Young who sparked the change from "a typical institution run for the convenience of the administration to a student-centered school providing the best possible learning environment."

Learning Stressed

The school stresses learning rather than teaching. The responsibility of mastering courses rests with the students. Class attendance is not compulsory for most of them.

The scheme, dubbed the "responsibility plan" when it started two years ago, has won wide attention for this Vancouver Island school.

Students attend classes when they wish, but the key, says Mr. Young, "is that students are there by choice rather than compulsion, a fact which undeniably improves the learning environment." And most students attend all of their classes.

"We know if you trust kids and treat them like human beings they will behave responsibly its as simple as that.

"And it works. We have no disciplinary problems in the school."

There are no detentions and no harsh words are spoken between students and teachers.

Instead, intensive counselling is provided for students who can't live up to the responsibility required by the relaxed rules.

Semi-circles

Desks are placed in semi-circles instead of rows. Students discuss their course in small groups—often without supervision.

This makes them "active learners rather than passive recipients of teaching."

Students have made the transition from the old system so well that many have forgotten what school used to be like, says the principal.

"Everyone treats everybody with respect around here," said one student. "We feel sort of an obligation to do well."

"I know I wouldn't be in school anywhere else," said a girl who "spent three years in the detention room" when she was in junior high but now "gets along fine."

"This is the first time in my life I've come to school and not had a teacher screaming at me," said another student. "I can't help but get nearer my teachers."

The teachers have adapted to the rule-free stystem "with a sigh of relief."

– Associate Press

Deadline Set

ATTENTION — APPLICANTS FOR FALL STUDENT TEACHING! CATALOGUE CHANGE! The deadline is March 28, 1969. Only approved credential candidates may apply. Come to the Education Building, Room 149, for more information about student teaching and candidacy status.

Malice in Wonderland

Poverty Students And College Town

By Pat Jones

The Malice In Wonderland Poverty Test:

Is your Mercedes-Benz dirty?

Do the ashtrays on your speedboat need emptying?

Are the bunks un-made on your camper-trailer?

Are you struggling along on only $592.00 a month?

Congratulations to all of you poverty-stricken people who answered "yes" to the questions above! You are eligible for "low-income" housing in College Town. Sacramento State may not be much, but we have the classiest slum in California.

As we all know, college students who get married are often short on money. In order to alleviate this situation, the federal government, through the FHA, has provided low-income housing for married students.

As usual, the poor aren't rich enough to get in on the goodies. A phone call to the College Town office is enough to discourage all but the very wealthiest of the poor. For example, you have to deposit $10.00 to get on the waiting list. Now, suppose that you are lucky enough to get an apartment, do you get the $10.00 back? No.

Still, that isn't so bad, at least you got the apartment. But suppose you don't get the apartment, do you get the money back? No. But if you are rich enough to qualify for low-income housing, then you probably don't need the 10 dollars anyway. You'd just spend it on a new pair of water skis. You poor people are all alike. You probably have white-wall tires on your Porsche.

Of course, there is no reason to keep harping on the negative aspects of College Town. Let's look on the bright side.

College Town has higher than average rent! Isn't that wonderful? That will keep out those low-income people who don't have a lot of money. No sense cluttering up our low-income housing project with a lot of poor people.

The rent at College Town is $99.00 for a two bedroom unfurnished apartment. That ought to discourage those poor people! All of them that can read will look in the classified advertisements in the local newspapers and see that they can get apartments much cheaper than that. Why pay 99 dollars a month at College Town when you can rent a "modern, air-conditioned apartment with wall to wall carpets" for less money?

And that's only half of the good part. The cheaper apartment is furnished! Any self-respecting poor college student owns his own furniture, so he doesn't need a furnished apartment. Only rich people need furnished apartments. (I realize that doesn't make any sense, but what do you expect.)

There's more. Your utilities aren't included in your rent at College Town. Isn't that wonderful, that makes it even more expensive. I bet we are really discouraging the riff-raff now.

But what about the poor people that can't read? Well, I am sorry to say that there is no literacy test for residence at College Town. But I am sure this is just an oversight, and will be rectified.

On the basis of all this information, we are proud to challenge any State College in California to a poor-people's contest.

I will bet that our poor people have more money, nicer cars, faster boats, bigger trailers, and a higher monthly income than any other group of poor people in the whole state college system.

Furthermore, Sacramento State College is so classy that we are the only school that defines a low-income couple as any married couple that makes under $7,100.00 a year.

There is only one slight flaw in the whole set-up. I don't like to criticize, but College Town is making a serious mistake.

It is all very well to set a nice high ceiling on maximum income for those who can move in. It was very clever to set the rent and maximum allowable income very high to insure that we only get rich poor people. But you foolishly forgot to set a minimum income!

There is no telling what this might lead to! We might wind up with a low income housing project full of poor people who don't have a lot of money. I ask you, is that the kind of people we want in our low-income housing project?

I always thought so.

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Government Department Sets Political Science Seminars

"Political Science: The State of the Discipline" is the title of a series of government symposiums to be held this spring.

The Department of Government has prepared a series of brief lectures and panel discussions which will explore the current and future state of the several sub-fields in the discipline, according to department officials. The series is open free of charge to faculty and interested students of SSC, UC Davis and Sacramento area junior colleges and high schools.

Meeting from 7 to 9 p.m. each time, the program will consist of seven parts. The schedule for the symposium is as follows: "Political Theory and Methods," Monday, February 24, Science 452; "Comparative Politics," Tuesday, March 11, Music Rehearsal Hall; "Public Law," Wednesday, March 26, Ribera Room; "International Relations," Thursday, April 10, Science 452; "American National, State and Local Government," Monday, April 21, Science 452; "Public Administration," Tuesday, May 6, Music Rehearsal Hall; "Summary and Follow-up," Wednesday, May 21, Science 452.

The recommended basic reading for the symposium is a paperback, "Political Science: Advance of the Discipline," edited by Irish.

The Bible charges us to love our neighbours and our enemies; probably because they are usually the same people.

Chesterton.

REGISTRATION, ADD DROP/DEADLINES SET

Thursday 27 February will be the final day for the processing and payment of fees for Spring Semester registrations or to add a course. No registration packet or add card will be accepted after 7:00 p.m. on this date.

The deadline to submit drops without administrative penalty is also 7:00 p.m., Thursday 27 February. Courses dropped prior to this time (W grade) will not be listed on the permanent record. After this date, a student, who drops a course in which the instructor judges his work to be satisfactory (C or better), will receive a grade of WS. He will receive a grade of WU if his work is unsatisfactory (D or F). Unofficial dropping a course will normally result in a final grade of F or TF.

Late drops must be accompanied with an Administrative Deadline Wiver petition and must be submitted within three days from date of instructor's signature.

UCD Hosts Law School Open House

In order to allow minority students to see their possibilities in the study of law, the University of California at Davis Law School will hold an open house on Saturday, Feb. 22, at 10 a.m.

Included in the program will be speakers and panel discussions with minority group law students and attorneys. Participants will have a chance to see how classes are conducted and meet with the students and faculty of the school.

Topics discussed will stress the social and moral responsibilities of future world leaders to uphold justice and not allow the legal system to persecute those who cannot defend themselves.

Information on overnight lodging, transportation, and other details should be directed to Open House, c/o Minority Recruitment, School of Law, University of California at Davis, 95616, or by telephoning (916) 752-3604 or 752-0243.

French Thriller Is Friday Flick

"Wages of Fear", a masterpiece of suspense and an example of French postwar "existential despair", will be shown in the Music Recital Hall tonight, February 21, at 8:00 p.m.

The film, a 1953 classic which only recently was made available to collegiate distributors, stars Yves Montand, Vera Clozet and Peter Van Eyck. It tells the story of a group of Europeans trapped in a South American town run by an American oil company. The means of escape offered is driving two trucks loaded with dynamite over three hundred miles for $2000.

Henri-Georges Clouzot, the maker of "Diabolique", is also the maker of this film. "Wages of Fear" is the winner of the Grand Prix at Cannes and the British Best Film Award.

Weston To Speak

Paul B. Weston, Director of the SSC Police Science Programs, will be featured speaker at the Noon Forum this Friday, February 21st. Weston will speak on "Law Enforcement Today," an assessment of the current status of law enforcement. The Forum will be held in the Ribera Room, beginning at 12:10 p.m. All are invited.

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Next Monday

Host of top musicmen Monday

BY MARC BOLER
Hornet Staff Writer

The Renaissance Quartet, a chamber music ensemble specializing in the music of the Renaissance, will present a concert Monday, February 24, in the Music Recital Hall. The 8 p.m. performance is sponsored by the Cultural Programs Committee and will be open to the public without charge.

Robert White, tenor; Raymond Lynch, lute; Barbara Meuser, viola da gamba; and Morris Newman, recorders and rankett; integrate instrumental pieces with works for voices and instruments to create a repertoire drawn from three centuries of music.

The time period from Dante up to the Elizabethan composers and Monteverdi provides enough works to allow three major programs which can be either mixed or left in the following form: an Elizabethan evening; music from France, Italy and Flanders; and "Music from the Golden Age of Spain."

Groups's History

Organized five years ago, the quartet gained instant recognition as a major characteristic ensemble. In succeeding years they have performed at the New York Metropolitan Museum of Art, Rutgers University, New York's Washington Square Chamber Music Series and Rockefeller University.

Each performer is a soloist in his own right, but each can point to considerable chamber music experience on instruments of the Renaissance, as well as on modern instruments. The members of the Renaissance Quartet perform and know the works from their repertoire in the way a violinist or cellist would know the standard works for string quartet, piano trio, or string trio.

Robert Lynch, after studying guitar under Eduardo Sains de la Maza in Barcelona, Spain, returned to the University of Texas in Austin to develop a formidable technical command of the lute and guitar. Mr. Lynch performed the solo lute part in the western hemisphere's premiere of Bach's St. Mark's Passion.

Barbara Meuser, a rare master of the viola da gamba, has performed the major concerted works of Bach which use the viola da gamba, including Bach Festivals in Carmel, Borea, New York City and has many times been featured in the very famous St. Matthew Passion at these festivals.

Bernstein Protege

Robert White's career as a concert artist began in 1939 in Handel's "St. John Passion" under the baton of Leonard Bernstein. He then began a three year association as soloist with the New York Pro Musica, touring Europe and the United States. In 1963 Mr. White was honored to appear at the White House for the late President Kennedy in an evening of Elizabethan verse and music with the actor Basil Rathbone, after playing the leading role in the American premiere of Paul Hindsmith's "Long Christmas Dinner."

Morris Newman completes the roster of virtuoisity with his brilliant recorder playing which first came to the general public's attention in the famous "Festive Pipes" recording.

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Representatives from the Washington Department of Highways will be on the Sacramento State College campus Tuesday, February 25, 1969 interviewing civil engineers. Interested students please sign up for an interview at your campus placement office.

Here Tuesday

James Meredith To Discuss Racial Peace

James Meredith, the first Negro to integrate the University of Mississippi, will speak at SSC next Tuesday, February 25, at 2 p.m. in the Little Theatre.

His address on "Racial Peace In America" will be sponsored by the Cultural Programs Committee.

From the first day in September 1962 that he stepped on to the campus of the University of Mississippi as an enrolled student, Meredith became the focal point of national and international attention. Surrounded by U.S. marshals, the U.S. Army and Air Force, scores of newsmen, crowds of hostile observers, and groups of jeering students, Meredith began an academic year that included two deaths; numerous injuries and extensive destruction of property; the involvement of the President of the United States, the Secretary of Defense, the Attorney General, and the Governor of Mississippi; and the expenditure of millions of dollars.

Rough Time

By the time that year had ended, Meredith had been hailed as a hero, villified as a scoundrel and troublemaker, commended as a patriot and idealist, threatened with murder; he had been spat upon and ignored; he had been viewed with awe and respect – and he had received his degree from the University of Mississippi. Having been guarded night and day, never alone to enjoy the simple anonymity of student life, he emerged from this tumultuous year unchanged in one vital respect: he was still a staunch individualist, relying ultimately upon his own judgment, unintimidated by the terrible pressures exerted upon him by both white and Negro groups.

Born in 1933 in Kosciusko, Mississippi, Meredith was one of ten brothers and sisters. His father, who owned his 84-acre farm and was a registered voter, taught his children the value of free-thinking, independence, and self-respect. Of this early but lasting influence, Meredith has written: "Of course, I had known that I belonged to a group that was distinctly different from at least one other group, but until I was fifteen I did not know that my group was supposed to be the inferior one. Since then I have felt a personal responsibility to change the status of my group."

For his last year of high school, Meredith went to St. Petersburg, Florida, where he won the American Legion Essay Contest with an eloquent statement on "Why I am Proud to be an American." After his graduation in 1951, he enlisted in the United States Air Force and rose to the rank of Staff Sergeant. He married Mary Jane Wiggins in 1956, and spent his last three service years in Japan.

Return To South

Following his discharge in 1960, he returned to Mississippi and entered Jackson State College, a Negro school, to continue his formal education and seek a law degree. While there he applied for admission to the University of Mississippi. After receiving his degree, he studied Political Science in Nigeria at the University of Ibadan, lectured at major universities in Africa, and toured Europe and the Middle East. When he returned to the United States in 1965, he entered the School of Law at Columbia University and set up residence in New York City with his wife and young son.

Considered by those who know him "a dedicated man with a mission, Meredith never ceases in his efforts to secure the rights and privileges of full citizenship for all Negroes, and it was this sense of mission which prompted him to embark on his now famous march in Mississippi. He said that returning to Mississippi without Federal marshals would be a personal test. Surviving the trip, he felt, might help other Negroes to see that "if I can do it, they can too." He hoped that his march would encourage the 450,000 unregistered Negro voters in Mississippi to place their names on the rolls.

The story of his march has often been told. Shot by a white sniper from ambush, he will probably carry to his dying day some of the 75 birdshot pellets which entered his body. However, discharged from the hospital, he continued his march – but he was badly shaken by the shooting. It has made him more militant in his approach to the Negro situation.

In his lecture Meredith will present his views – his own, individual ideas, he stresses – even though they are often at variance with those of the official Negro organizations.

Collaborative Drawings' Exhibited in Art Gallery

BY PAT WIESE
Hornet Staff Writer

The "Two-Man Megaton Bum", a full-color example of "collaborative" drawing, headlines the showing of "The Emperor's New Clothes," currently on display in SSC's Art Gallery.

Fifteen other works, all in black and white, with such titles as "Exquisite Corpse", "Nigerian Slobbers", "Dwarf in the Rain" and "Potatoe Machine" round out the exhibit of drawings done in indelible ink on water color paper.

In each case, the drawing is the result of five artists all working at the same time. The five "collaborators" include two SSC art professors and three Bay Area artists.

Sculptor William Geis and painter-cinematographer William Allen are the members of the SSC art faculty. Geis, who joined the staff in September, is a full time instructor while Allen has a part-time teaching program in painting and drawing. The other three artists on the five-member team include William Wiley, a painter, movie-maker and professor at the University of California at Davis; Robert Nelson, well-known underground film-maker from the Bay Area; and Robert Hudson, one of the early funk artists from the San Francisco Bay Area and Mill Valley sculptor.

The group has been utilizing the collaborative artistic method for some four years, but has had no previous exhibition of their drawings.

A showing, held simultaneously with the SSC exhibit, at the School of Visual Arts in New York displays similar works of the team of artists.

"The Emperor's New Clothes" opened February 18 with an evening reception at which time viewers were able to meet the five artists. This unique exhibit will remain in the Art Gallery through March 11. The show is open without charge to students and the general public. Gallery hours are from 8 a.m. to 5 p.m. Monday through Friday.

Baritone To Give Recital

William G. Gallaher, Jr., baritone, will be presented by the Music Department of Sacramento State College in senior recital this Sunday afternoon, February 23, at 2 p.m. in the Music Recital Hall. He will be assisted at the piano by Nadine Scheller.

The program, which is open to the public without charge, will consist of a group of early Italian songs; the first seven numbers of Schumann's song cycle, Dichterliebe (Poet's Love); Valentine's aria from Gounod's opera, Faust; and a group of English songs by Aaron Copland and Roger Quilter.

The recital is in partial fulfillment of the requirements for the A.B. degree with a major in music.

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Livingston Speech

Colleges Today: "The Colleges are no longer elitist"

(ED. NOTE: The following remarks on the present crisis in higher education were delivered by John Livingston, professor of social sciences, at SSC's January 31 mid-year commencement. He has the distinction of being the first SSC faculty member to be chosen for a commencement address at the College. A past winner (1966) of the California State Colleges' Distinguished Teaching Award, Livingston has been at SSC since 1954.)

Possibly at no time in history has a graduating class taken its leave from the campus under less auspicious circumstances. It can scarcely be said of you, as it was said of earlier generations of graduates, that you leave the cloistered halls of academe where sweet reason and gentility have prevailed to try the knowledge and the skills you have acquired in the harsh environment of the "real world." You may even heave a sigh of relief in the belief you will be leaving an arena of combat for the milder and less vigorous climate of "real life." But that would be a misconception. For the crucial fact is that, in the past few years, the campus has been closer to "reality" than society itself.

This has been true in the sense suggested by the analogy with the canary in the coal mine. Coal miners used to take a canary with them into the mines because the canary, with its greater sensitivity to the presence of noxious gasses, warned them of the presence of danger with its own untimely death. The campuses, as Dr. Clark Kerr has suggested, have become the canaries for society. The crises and tensions of society are felt there first and most insistently. I need not remind you, for you know too well, that your experience on the campus has required you to relate yourselves to the great issues of the day: to the draft and the war in Vietnam; to racism; to the dehumanizing consequences of a bureaucratic, technocratic system and the sense of individual powerlessness and helplessness it involves. Your relationship to these issues has been more than "academic"; you have had to relate yourself to the organization and use of new means of social dissent and resistance and to the potential turmoil which the tactics of confrontation create...

Critic of Society

Traditionally, higher education in America claimed a high degree of autonomy from society on the ground that independence is necessary to the goal of the disinterested pursuit of truth. A college was presumed to exist to transmit the cultural together with the skills for amending it; it became, therefore, the critic of society, engaged in "the dangerous duty" of re-examining old certainties and testing even the most sacred of beliefs, a center for thinking the unthinkable.

The freedom of inquiry it claimed was justified on the premise that its methods were those appropriate to intellectual inquiry; the methods of analyzing and testing ideas in the light of evidence and established scholarly canons of relevance and proof. Moreover, the conclusions reached were individual conclusions; while they might challenge radically and fundamentally the existing structure of society, the campus itself, the Community of Scholars, was presumed to be neutral on social and political issues.

This traditional model has been radically altered in recent years as campuses have become increasingly politicized. There are new sounds on the campus. Alongside the scholarly, if often pedantic, voice from the lectern and the polite and measured thrust and parry of intellectual dialogue, there are new and strident voices. Black voices and brown voices, speaking out of the anguish and the rage of three hundred years of emasculated dignity and depression, voices that are demanding and threatening as well as discussing; white voices, speaking out of the desperation of a conviction that their very humanity is being systematically undermined and crushed and that their only recourse is the assertion of total resistance to "the establishment." These voices are not always either gentle or genteel. They affront our habituated sensibilities; they challenge the traditional academic rules of discourse; they demand that the colleges adopt a political position on the problems of the wider society.

Some Perspectives

Before we can claim to judge these changes, it is necessary for us to develop an analysis of them, to seek to understand what is happening and why. No analysis of mine in the present context could claim to be comprehensive. I propose, rather, to suggest some perspectives on our predicament which are often neglected but which, I hope, your own collegiate experience will enable you to recognize as important and fruitful...

The colleges are no longer elite institutions. As graduates of Sacramento State College, I venture the confident guess that a large majority of you are the first generation in your families to earn a college degree. This is the sense in which it is appropriate to describe the state colleges as the "peoples' colleges", a fact with great political significance. For this still unfinished transformation of the colleges from elitist to populist institutions represents a triumph of the ideal of equality and brings us face to face with both the promise and the dangers of that great ideal. Its promise is the grandest and most noble vision of the democratic imagination.

The elitist system had set out to cultivate in a minority of the most able the capacities of rulership -- the qualities of disciplined imagination, intellectual and moral integrity, the capacity to make responsible moral choices. The

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Part 1

...nary In The Coal Mine"

broadening of educational opportunity represents the "democratization of aristocratic vice": the claim of ordinary men to opportunity to develop the qualities of intellect and character necessary to men who would control their own destinies. It represents the promise, at least, of the peculiar genius of democracy. The fruition of our historic faith which has been a common faith in common people. This is no small accomplishment, for the democratic faith that common, ordinary men will measure up to the demands of rulership if given an opportunity has, almost from the beginning, been challenged and subverted by the doctrine *of* democratic elitism.

Psychic Costs

Honesty requires us to note, in passing, that this enlargement of educational opportunity entails some psychic costs for the college graduate. Your degree will not have the prestige and invidious worth attributed to graduation from the colleges of the past or the remaining elitist institutions. Your diploma stamps you as what old-time conservatives used to refer to as "the middling sort". And what are you to make of that? At the least, I hope you have learned to live with it in good grace; preferably, I hope you can embrace it with pride. For in one important sense of the word "ordinary" we are all ordinary men. The case for the state colleges if the case for the ordinary man and the case for the ordinary is the case for humanity and life and individual growth.

As ordinary men, as common men, where do we stand? If we cannot see ourselves as members of a "leadership elite", must we see ourselves as "followers", as "the led." Is the world really inevitably composed of chiefs and indians, those who decide and those who execute, the manipulators and the manipulated? Are there no grounds for feeling ourselves to be worthy unless we can feel that we are better than others? I hope your experience here has shown you such grounds by enabling you to find delight and satisfaction in the expansion of your own powers of intellect and choice and in the cultivation of honest and trustful relationships with others in the quest for meaning in our common experience.

I hope you may even have come to understand that ambition to establish one's mastery over others may be the instrument for the enslavement of a man's spirit and his genuine individuality. Rousseau had this in mind when he wrote: "It is no easy matter to make him obey who does not wish to command, and the most refined policy would find it impossible to subdue those men who only desire to be independent." Rousseau here, and this is a point I will return to shortly, tells us something significant about the gulf between the generations and the discord on the campuses.

Implications

For the moment, however, I am concerned to develop further the implications of the shift away from elitism in higher education. The point I would make is this: when colleges were essentially elitist institutions, a mass public did not concern itself overmuch with what went on on the campuses. It was not their children who were immediately affected, and a generalized deference to the ruling aristocracy seemingly prevailed.

Now all that is changed. Probably it was inevitable that, as "people's colleges" were developed at public expense, and as the tensions in society erupted on the campuses, the public should assert its right to control. The isolation of the campus from public affairs and its insulation from public criticism had been possible only for elitist colleges in a relatively stable society. Where neither of those conditions obtains the issue of the relation between college and community was bound to emerge. And the fact that the academicians had seen fit, in the past, to let sleeping dogs lie and had failed to make the case for continued independence for the campus in these new situations, almost insured that a great deal of misunderstanding and nonsense would characterize the reactions of public and politicians to these new circumstances.

One common refrain, to pick an example of nonsense, has been the argument that politicians should dictate policy for the campuses on behalf of the taxpaying public because, as everyone knows, "He who pays the piper calls the tune" is the statement of a pervasive problem, not an immortal truth. It is a statement of the vulgar fact that, in a pecuniary culture, "money talks", not a declaration that it should. None, I take it, would imagine that we should take either statement as a declaration of our national ideals. In any event our democratic heritage argues against it: people, not money should do the talking. What they should say is another matter. Specifically, whether citizens should grant autonomy or substantial independence to public colleges and universities will depend on our analysis and evaluation of their purpose and their current predicament.

More Political

This brings me to my second major theme: the fact that the campus in recent years has been increasingly politicized. It is necessary to recognize that this phenomenon is not entirely due to student demands. It happened first by the amalgamation of the colleges, in increasing measure, into the military-industrial complex, by turning them into "knowledge factories" in the service of national power and prestige. Someone once defined a democracy as a group of people who have chosen to be collectively fortunate rather than nationally formidable.

To a significant degree, higher education in recent years has abandoned its claims to insularity by accepting a supportive role in the forging of national formidability. Against this erosion from the outside of the institution's neutrality are pitted the inside pressures of students seeking to use the college as a vehicle for collective opposition to "the establishment" and for radical reform of established institutions.

In the aftermath of the FSM movement in Berkeley, a committee of its academic senate issued a report which described these student activists this way: "Rather than aiming to be successful men in an achievement-oriented society they want to be moral men in a moral society."

Strident Voices

But, if they seek to be "moral men in a moral society", how then are we to account for the stridency of some of their voices; the frequent intransigence of their moral postures; the disruptive, abrasive, sometimes violent character of their actions?

How are we to understand their tactic of confrontation; their resort to a strategy of intimidation and coercion; their fascination with the possibilities of power, their apparent distrust of the power of words, of evidence, of argument and discussion as means to the realization of their claims? The answer, I think, is that they have learned the game from their elders. In whatever other respects they reject our authority, we are their mentors in matters of political strategy. The name of the game they see us playing is power.

Power Oriented

We shudder and express our indignation at the mention of "black power", "brown power", "student power." But we are at home in the world of military-industrial power, business power, labor power, agricultural power. We live easily with political processes in which the elites of organized power groups contend and negotiate among themselves over the division of the booty of an affluent society, where bargains are substituted for solutions, where politicians operate as power brokers. This is the great, respectable coalition of the powerful and the affluent which refuses to appropriate money for effective rat control in the ghettoes while it lavishes subsidies on wealthy farmers; which declines to fund an adequate program of educational opportunity for the culturally disadvantaged while it pours in the funds to turn the University of California at Santa Cruz into an education Utopia for the children of the well-to-do.

"We shudder at 'black power, but are at home with 'military-industrial'"

I do not mean to approve the conclusions some students have drawn from their political cynicism. I mean only to assert that confrontation politics is not some new and radical invention of student subversives. It is, rather, politics-as-usual; it is the means used by powerless groups to force the coalition of the powerful to grant them a seat at the bargaining table. If the resort to it involves a tragic and fatal conclusion between ends and means and I think it does, that confusion afflicts the ordinary course of our public affairs as well. And only insofar as we can develop genuine dialogue into a way of life and a substitute for power-based bargaining, can we expect to be able, as Stringfellow Barr has put it, to leave "eyeball - to - eyeball confrontations to terriers and tomcats."

Complex Issues

No man can presume to tell another what he must believe about all the complex issues involved in this growing conflict between campus and community. But I would hope that you will recognize that the issues are complex and that the campus is, and must remain, peculiarly vulnerable to disruption and crisis. Allow me briefly to develop those two points.

The issues are complex. They are complex because the crises on the campus represent the crises of a society undergoing profound change. As students you have probably raised the question of relevance of much of what you were required to do, without being very clear in your own mind about what you mean by relevance, what the curriculum and teaching should be relevant to. This does not mean that your complaint was trivial or unjustified; it means only that the issue of relevance is complicated, requiring us, as it does, to re-examine whether our traditional disciplines and methods enable us to deal meaningfully and coherently with experience in a society undergoing revolutionary changes.

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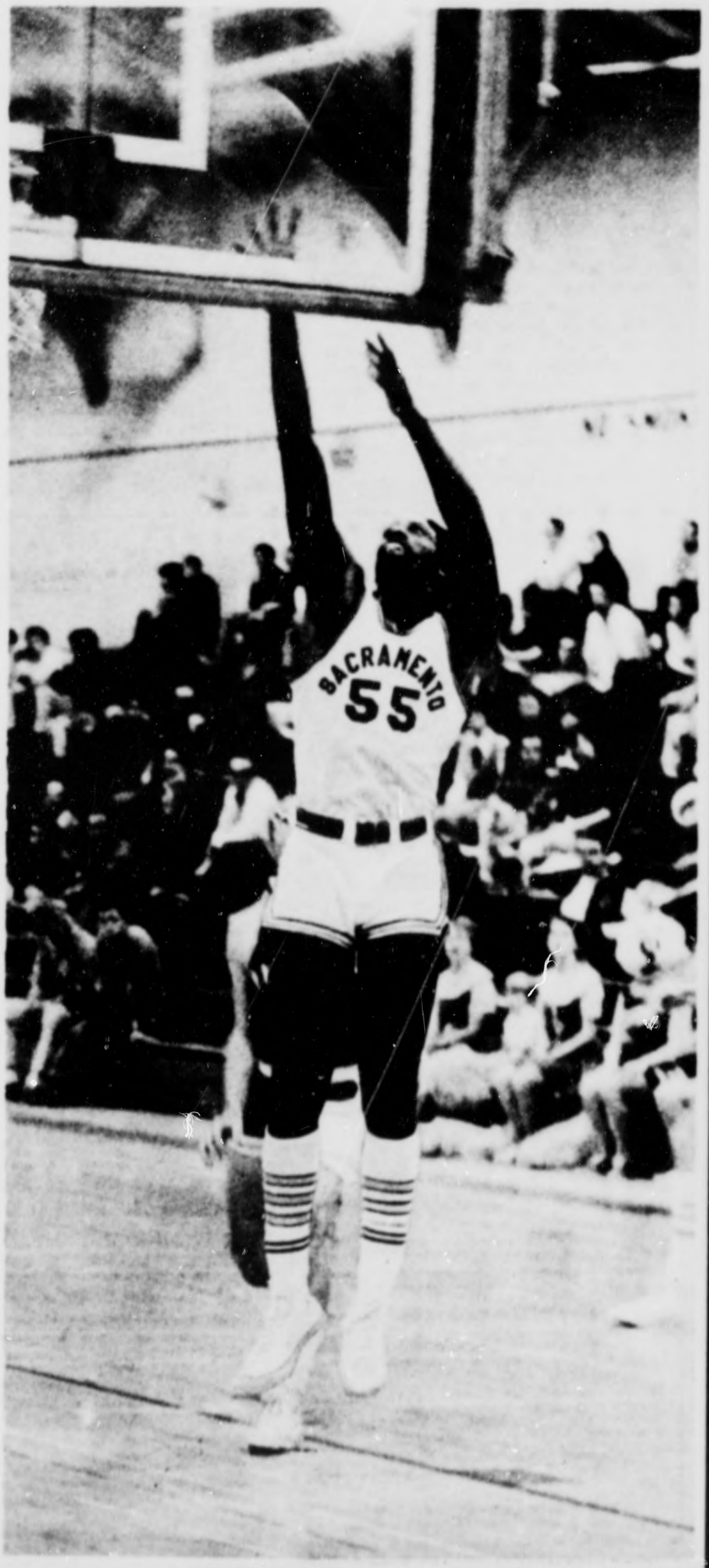


CHARLIE !



Photographs by Bob Montgomery







Hornet Baseballers Meet Alumni In First Game

Weather permitting, coach Cal Boyes will unveil the 1969 Sacramento State baseball team Saturday, February 22, as the Hornets open their 45-game season against the Alumni on the Hornet Field beginning at 2 p.m.

The Hornets, who won the Far Western Conference last year with a 12-2 record, should be in the thick of the league race again this year.

The diamondmen will feature a letterman-dominated lineup, as six starters return to the fold. Back for another year of play are catcher Dennis Younglove, first-sacker Dennis DeRoss, shortstop Steve Tobias, third-baseman Jon DeVisscher and outfielders Donny Noriel and Chuck Heinrich.

With over 70 men out for the club, Coach Boyes should have no trouble filling the vacant spots. Junior college transfer Randy Hand from Sacramento City College leads the large field of entrants for the second base job, while John Ellis from Santa Rosa Junior College and Jim Graf top the fine outfield crop.

The Hornets should be deep in pitching and catching as well. All-FWC righthander Sonny Dixon is gone, as is Mike Furtado, the other starter last year, but back are lefty Jim Bodenhammer, relief specialist Ben Bodding, and sophomore righthander Jack Hill. As many as 15 other pitchers are battling for starting jobs.

Behind the plate, the Hornets are solid with Younglove and senior Gene Balanza returning. Expected to give the lettermen a run for the starting job is Randy Walker from Sacramento City College.

Following tomorrow's contest, the Hornets will host the Pirate Rookies on Wednesday at 2:30 p.m. and entertain Chico State in a double-header March 1.

The Bible charges us to love our neighbours and our enemies; probably because they are usually the same people.

Chesterton.

SSC Tennis Invitational

Sacramento State will host the Second Annual Sacramento State College Tennis Invitational this Friday and Saturday, February 21 and 22. Games begin at 1:00 p.m. on Friday and championship playoffs begin at 9:00 a.m. on Saturday, all on the SSC tennis courts.

Coach Jack Jossi is the coordinator of the event, which includes three divisions: college men's division, junior men's division, and women's open division.

The college men's division will include such schools as Fresno State, Chico State, UC at Davis, Stanislaus State, and SSC. Top contender in this division will be Jim Powers of Fresno State, 1968 NCAA college division champion. Other top competitors will be Mike Talmadge from Davis and Steve Turpen from SSC.

All the entries in the women's open have not been turned in, but the girl picked to win is Patsy Metz of Sacramento State College.

Hornet Gymnasts To Meet UC Berkeley, San Fernando,

After a week of intensive workouts, the Sacramento State Hornet gymnastics team travels to Berkeley tonight, February 21, in one of the top meets of the season against the University of California, Berkeley, and San Fernando Valley State College.

The Hornets, with such outstanding gymnasts as Tim McWhirk, Dan Barber, Dan Schilling, Jim Fisher and Terry McCade, are looking forward to this meet with a lot of optimism and enthusiasm, which will come in quite handy considering the opponents. UC Berkeley is the defending National Collegiate Athletic Association (NCAA) champions and San Fernando is the defending College Division champion.

Coach Ron Peek referred to the meet as "an experience meet, where we're not expected to beat them. Competing against such teams as Berkeley and San Fernando will give our boys the experience of competing against outstanding gymnasts." By having such stiff competition, Peek said this would give the boys "a chance to raise their scores."

The meet is being held in the Men's Gym at Berkeley and begins at 7:30 p.m.

Government Adds Two New Sections

Two new sections of upper division government courses have just been opened this week. Govt. 118, Political Theory II, section three, will meet Tuesday and Thursday, 7-8:15 p.m. in BA 110. Govt. 127, Constitutional Law, section three, will meet Tuesday and Thursday, 4-5:15 p.m. in SS 227.

Both courses will be taught by Kerry Adlfinger, an honor graduate of SSC who received his M.A. in Political Science from U.C. Davis and has been attending Boalt Hall Law School.



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Pioneers, Gators Invade

Hornets Clout Vikings, Open Final Stand

Hot off a not-so-hot 105-79 win over Fresno Pacific Monday night, Sacramento State's varsity basketballers open their final home stand of the season at 8 p.m. tonight.

And it's going to be another rough weekend for Jack Heron's Hornets, with both Cal State Hayward and powerful San Francisco State scheduled to make stops in Sacramento.

San Francisco State currently leads the Far Western Conference basketball wars by just one game over defending champion UC Davis. You can bet your last bushel of sorghum that the Cal Aggies would like nothing better than to see the Green-and-Gold upset SF State Saturday night to send the FWC into a playoff.

Hayward. which opens the Hornets' final home stand tonight has played inconsistent basketball all year long. But that makes them the type of team that can hurt you, because on a given night they could get hot and blow you right off the floor. The Pioneers have given several of their league opponents a tussle this year, and can be expected to do the same for SSC.

SOMETHING ELSE

And San Francisco State is something else again. The Gators have looked like anything but a strung-together team from a riot-torn campus. For a non-scholarship school, SF State has more talent running around than a good many schools that do offer athletic scholarships.

Recently the Gators gave the nation's No. 2 basketball team, Santa Clara University, a real scare at San Jose's Civic Auditorium — Santa Clara's home floor.

San Francisco led by as many as 20 points at times in the contest, thanks mainly to the efforts of 6-foot-8 Girard Chatham and a couple other talented Gators.

It wasn't until the final 10 minutes that Santa Clara, which had possibly been looking past the Gators, finally put everything together to come from 10 behind to win by 13 points.

What Chatham did to Santa Clara's Dennis Awtry was something to behold. Awtry held a one-inch height advantage over Chatham, but most of the way that was Awtry's only advantage. The Santa Clara center's first three shots were stuffed right back down his throat, and he didn't get many rebounds that first half. Had it not been for a little foul trouble, SF State could conceivably have ended the unbeaten Broncos' win string right there.

In short, the Hornets are not going to be able to play the kind of basketball this weekend that they did Monday night, and get away with it.

LOW CALIBER TEAM

Fresno Pacific's Vikings are a low-caliber, small-college team by any standards, and have but one ball player talented enough to start for Sacramento State.

But nonetheless, the Hornets looked bad that first half, despite the fact that they were able to grab a five-point halftime lead, 45-40.

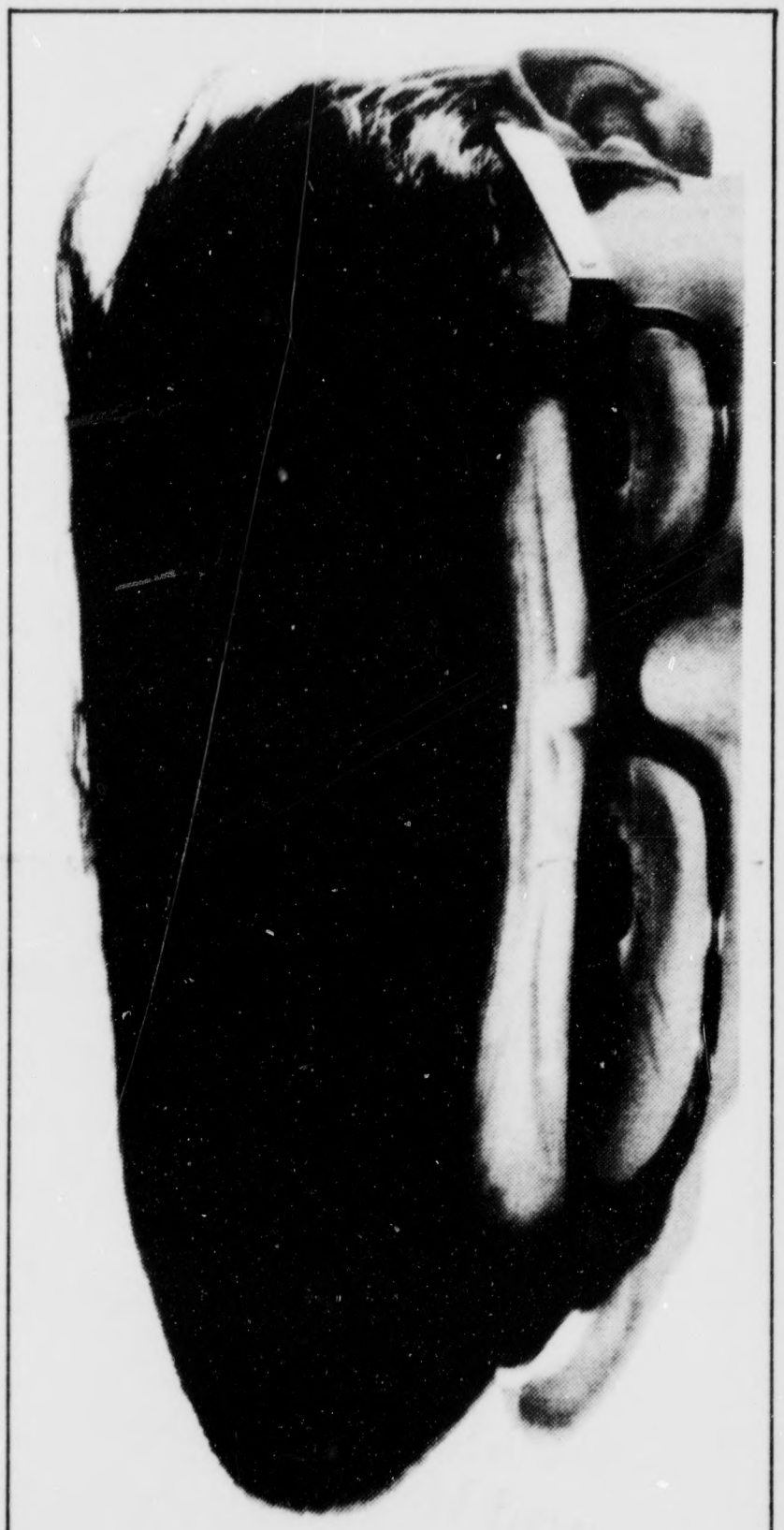
Granted, the 105 points were the highest out-put of the year for SSC, although by no means a school record. But, when a team wins by 26 points it ought to look good, and most of the time the Hornets just didn't.

There were nearly as many turnovers as points during the first half, and Fresno Pacific capitalized on virtually everyone to stay right with the Hornets, and even lead at times.

And defensively, the Hornets had their problems getting into gear, too. Twice Fresno Pacific burned the SSC zone for lay-ups, something that should never happen against a zone.

After the intermission, though, the Hornets finally settled down and started playing basketball. Greg Reed, Lou Wright and Charlie Walker began to sweep the boards, and the Hornets out-rebounded the Vikings, 57-34, and SSC's fast break began to click.

When the Hornets want to play ball, there isn't a team in the Far Western Conference that can touch them, but unfortunately, it generally takes the Green-and-Gold a little while to decide that it wants to play ball. And often by that time, it's too late.



Three Profs Will Debate Butz' Course

"Higher Education for What and Whom? Different Functions and Priorities" will be the topic of a panel discussion presented next Monday, February 24 at 7 p.m. in the Music Recital Hall.

Panelists for the three-hour discussion will include Martin R. Brittan, professor of biological sciences; Victor Comerchero, professor of English; and Willys W. Folsom, counseling psychologist.

The forum will constitute the second session of a fourteen week course "Issues in Contemporary Education" instructed by Otto Butz, SSC academic vice president.

The purpose of the course is to develop an examination of the present situation in higher education, with special attention to the problems and choices facing the state colleges.

Each of the weekly meetings will feature a panel of speakers who will bring to bear various pertinent bodies of information, analytical concepts and points of view.

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Exceptional Children Probed

CEC INSTITUTE TO BE HELD

Chapter 171, Council for Exceptional Children, the School of Education, Sacramento State College, and the Sacramento County Office of Education are sponsoring the first annual CEC Institute Saturday, March 1.

Morris Val Jones, SSC clinical supervisor in the Speech and Hearing Center and the General Chariman of the CEC Institute, announced the program and schedule for the day-long activities.

The Institue begins at 8:15 a.m., Saturday, March 1, in the Food Service Building. Registration materials may be picked up at that time. Coffee and doughnuts will be available.

The general session will begin at 9 a.m. in the Music Building. Helen Welborn, San Juan District, is the chairman. Guests will be welcomed by Alberta Yule, CEC; Gus Plessas, chairman, department of teacher education at SSC; and Leo A. Palmiter, superintendent, Sacramento Office of Education.

Frances DeWitt, Reading Center, San Rafael, will give the general address. At 10:30 a.m., the group will break for section meetings. There will be five sections:

1. Bereiter-Engelmann Language Development. The speaker will be Susan Logan Bart, Pre-School Supervisor, Del Paso Heights District. Section chairman will be Lorraine Babitz, Sacramento City Schools.

2. The Teacher as Diagnostician. Robert Elliott, SSC associate professor of speech education, will be the speaker. Section chairman will be Gary Lawson, Elk Grove District.

3. Motor Development: Gateway to Learning. The speaker will be Jeanne Bartelt, Program Specialist in Physical Education and Psycho-Motor Training, San Juan District. Section chairman will be Mary Lou Kost, Rio Linda District.

4. Language Assessment of EH Children. Speech therapists from the Sacramento County Office of Education will be the speakers. Section chairman will be Del Wengenroth, Sacramento County Office of Education.

5. Techniques of Model Integration. Frances DeWitt, San Rafael, will be the speaker. Section chairman will be Flora Agee, Woodland District.

A noon luncheon will be served in the Food Service Building.

At 1 p.m., the group will break up into the before-luncheon sections to repeat the speakers. The section chairmen will be changed. For the afternoon session they are:

(1) Chairman: Frances Thompson, Sacramento City Schools;

(2) Irene Haney, San Juan District;

(3) William F. Foley, Sacramento City Schools;

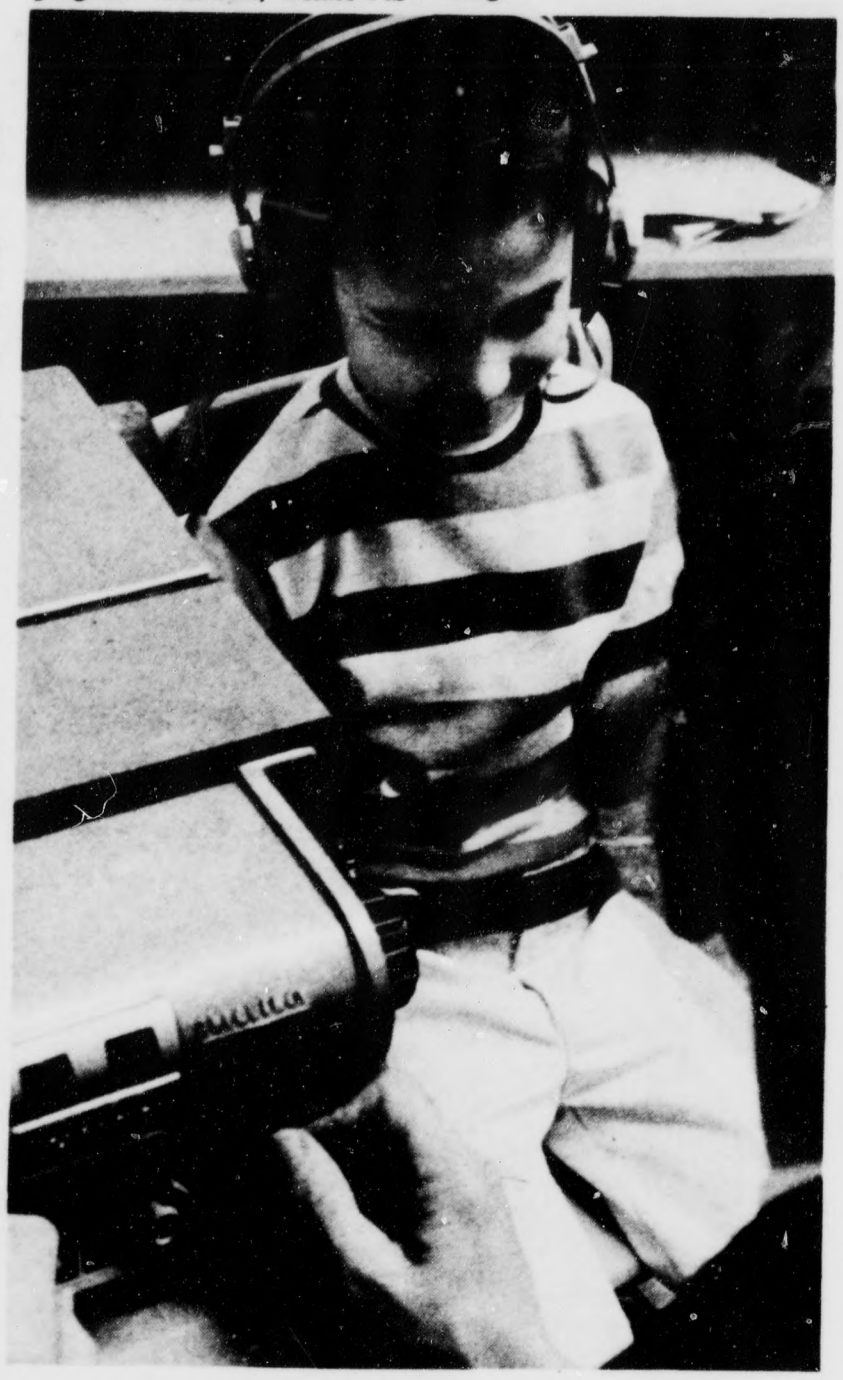
(4) Del Wengenroth, Sacramento Office of Education;

(5) Joan Smith, Melvin Smith Learning Center.

Summary session chairman will be Don Jassel, Rio Linda District.

Assisting Jones with the arrangements for the Institute are five people active in the community. Other committee members, besides Jones, include Helen Welborn, San Juan District, program chairman; Esther Farber, Sacramento City Schools, publicity; John Ohlson, California Youth Authority, tickets; Arthur R. Johnson, Sacramento County Schools, programs; and Sally Davis, SSC, registration.

According to the publicity, cost is minimal. Luncheon at $1.75, and registration fees of $1 for members of CEC, and $1.50 for non-members covers everything.



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